

**NTAPAA Core Content for Assessment Discussion
Summary Notes from 3/10/05 NTAPAA Meeting**

Overall NTAPAA Feedback

The Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE) sought advice on the overall process used by KDE to clarify, focus and organize the *Core Content for Assessment* and the reliability and validity of the process.

NTAPAA members found the process strong, appropriate and comprehensive and, in the informal words of one NTAPAA member, “had a lot to like.” They expressed their support for the substantive work and engagement of stakeholders reflected throughout the process.

NTAPAA supported the change from the current version of the *Core Content for Assessment* that is organized by grade spans to the revised version that organizes the content standards by specific grade levels. In addition, they were supportive of the addition of the depth of knowledge/cognitive complexity as part of the standards and the direction to provide examples of tasks in support materials that further show teachers what is expected of students. NTAPAA encouraged KDE and KBE to be clear about purpose, definitions of language used (e.g., rigor) and the relationship of curriculum, instruction and assessment. They emphasized the importance of capturing and documenting the process and also the decisions made as the result of the process to make sure that the refined *Core Content for Assessment* matches the intent and purpose of KBE and KDE.

NTAPAA offered the following constructive advice as KDE continues with finalizing the *Core Content for Assessment* and plans the professional development roll out for the schools and districts.

1. Carefully attend to the development of the content standards across grade levels and the cross content matches (i.e., science/mathematics, arts and humanities/social studies, etc.) by studying the alignment of the content. Review the developmental research. Consider if there are end points for mastery of learning vs. introduction of the concepts and skills and if they should be portrayed for instructional purposes in supportive materials.
2. Communicate clearly (e.g., definitions such as rigor, integration of processes and content, depth of knowledge/cognitive complexity) as KDE continues to prepare the information for the field and assessment contractors, support materials for teachers, and any further work on clarification of the content standards.
3. Attend to the instructional supports that teachers, schools, and districts will need to translate the content standards into classroom practice as an integral part of instruction.
4. Define curriculum and instruction directly so assessment is matched, but does not carry the entire burden.
5. Communicate what happens instructionally after the end-of-year testing time to make sure that students continue to be engaged in meaningful and purposeful instruction.